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PARENTS' NATIONAL
EDUCATIONAL UNION.

THE REPORT FOR 1892,

TOGETHER WITH

A BRIEF ACCOUNT

OF THE

PARENTS' REVIEW,
HOUSE OF EDUCATION

AND

PARENTS' REVIEW SCHOOL.

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THE PARENTS'
NATIONAL EDUCATIONAL UNION.

ANNUAL REPORT.

JUNE, 1892.



"How shall we order the child."

"The child is father to the man."

"Ce n'est que le premier pas qui coûte."

"Our national wealth has increased, our political liberty has increased, our knowledge of natural laws has increased enormously; but our national virtue and intelligence have not increased *pari passu*. . . . What progress, except progress in character and virtue, is worth calling progress?"—*The Religious Thought of our Time*—Rev. J. M. WILSON, M.A.

"Our chief social, and in the end, political danger is the wreck of domestic life among our people."—Cardinal MANNING.

"The relation of Parent and Child carries with it that which no external power can create, and which no external power can destroy. . . . This truth of the eternal majesty of authority, of the eternal loveliness of reverent obedience, commended to us still in our childhood, is not the least precious part of our social heritage as Englishmen."—*Social Aspects of Christianity*.—BISHOP OF DURHAM.

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MISS CHARLOTTE M. MASON,
HOUSE OF EDUCATION, AMBLESIDE.

HON. ORGANIZING SECRETARY:

HENRY PERRIN,
67, BROADHURST GARDENS,
LONDON, N.W.

* Those Members of the Council whose names are marked * form the Executive Committee.

RULES AND PRINCIPLES

OF THE

Parents' National Educational Union.

1.—This Society shall be called "The Parents' National Educational Union."

2.—The Central Principles, to which all Local Branches joining the Society shall pledge themselves, shall be :—

- (1) That a religious basis of work be maintained.
- (2) That the series of addresses and other means employed by the Union shall be so arranged as to deal with Education under the following heads :—Physical, Mental, Moral, and Religious.
- (3) That arrangements concerning Lectures, &c., be made with a view to the convenience of fathers as well as of mothers.
- (4) That the work of the Union be arranged so as to help parents of all classes.

3.—That the objects of the Society shall be :—

- (1) To assist parents of all classes to understand the best principles and methods of Education in all its aspects, and especially in those which concern the formation of habits and character.
- (2) To create a better public opinion on the subject of the training of children, and, with this object in view, to collect and make known the best information and experience on the subject.
- (3) To afford to parents opportunities for Co-operation and Consultation, so that the wisdom and experience of each may be made profitable for all.
- (4) To stimulate their enthusiasm through the sympathy of numbers acting together.
- (5) To secure greater unity and continuity of Education by harmonising home and school training.

CONSTITUTION.

4.—The Society shall consist of Presidents, Vice-Presidents, Ordinary Members, a Central Council and Executive Committee, Hon. Treasurer and Hon. Secretary, and Local Branches.

5.—The following persons shall be Presidents, Vice-Presidents, and Members of Council :—with power to add to their number. (See list on Pages 2 and 3.)

6.—The following shall be the Officers of the Society :—

Dr. A. T. SCHOFIELD, *Chairman of the Executive Committee.*

A. C. P. COOTE, Esq., *Vice-Chairman.*

JAMES GORDON, Esq., Bradford Old Bank, Bradford, *Treasurer.*

Miss MASON, *Hon. Secretary,*

HENRY PERRIN, Esq., *Hon. Organizing Secretary in London.*

7.—The Bankers of the Union shall be the Bradford Old Bank, Limited, Bradford, and Subscriptions shall be made payable at that Bank, or any of its Branches, or at Lloyds Bank, Limited, London, 72, Lombard Street, E.C., and 54, St. James Street, S.W., or any of its Branches.

8.—The Executive Committee shall be empowered to add to the number of Vice-Presidents and of Members of the Central Council. The Executive Committee shall be elected by the Council annually, but the members shall be eligible for re-election. Three Members of the Executive Council shall form a *quorum*.

9.—The Central Council, of which the Presidents, Vice-Presidents, and the Executive Committee shall be members, shall meet once a year to receive reports of work done and progress made in the past year, and to advise as to new departures, &c.

10.—The Executive Committee shall meet quarterly, or more often if summoned on urgent business connected with the Society, and shall make any needful bye-laws.

11.—One member of each Local Branch shall represent it at the meeting of the Central Council as an *ex-officio* member.

12.—Branches of the Society shall be free to organise themselves and make their own local bye-laws, a copy of which shall be sent up to the Executive Committee of the Central Council.

13.—The Secretaries of Branches shall prepare and send to the General Secretary, previous to the meeting of the Central Council, a report of work done in the Branch during the year.

FINANCE.

14.—Not less than five shillings a year, to cover both heads of a household, shall be the subscription of Members of Branches. Members subscribing not less than ten shillings per annum shall be entitled to receive monthly a copy of "The Parents' Review" (published at 6d.)

15.—Ten shillings a year shall be the subscription of Members of the Central Council.

16.—The annual fee of one guinea shall be paid by each Local Branch to the general Treasurer of the Society.

17.—Subscriptions and fees shall fall due on the 1st of January of each year, and shall be sent in to the Treasurer. In the case of Local Branches, subscriptions shall be paid to the Local Treasurer on January 1st, or at the next meeting following the date when they fall due.

18.—Subscriptions to the Central Fund are invited. Such subscriptions should be paid in to the Treasurer, or to one of the banks above named.

THE

Parents' National Educational Union.

GENERAL ANNUAL REPORT,

JUNE, 1892.

BEFORE presenting a Report for the past year, the Committee think it may be of use to state over again a few of the considerations which originally led to the formation of the Society (1888):—

1.—No other part of the world's work is of such supreme difficulty, delicacy and importance, as that of parents in the right bring up of their children.

2.—The first obligation of the present—that of passing forward a generation better than ourselves—rests with parents.

3.—As every child belongs to the Commonweal, so his bringing up is the concern of all.

4.—Yet parents, with the responsibility of the world's future resting upon them, are left to do their work, each father and mother alone, rarely getting so much as a word of sympathy, counsel, or encouragement.

5.—All other bodies of workers, whether of hand or brain, enjoy the help and profit of association; commonly, of co-operation. Thus the wisdom, the experience, the information of each is made profitable for all; enthusiasm is generated by the union of many for the advance of a cause, and every member is cheered by the sympathy of his fellow workers.

6.—More, association makes it possible to organise means of instruction—lectures, libraries, classes, journals, &c. It creates an ever higher public opinion, which puts down casual, uninstructed work, and sets a premium on good work, and it gives an impetus to steady progress as opposed to spasmodic efforts.

7.—But parents are outside of all this. They, who must do the vital part of the world's work, compare at a disadvantage with all other skilled workers, whether of hand or brain. There is a literature of its own for almost every craft and profession; while you may count on the fingers of one hand the scientific works on early training plain and practical enough to be of use to parents. There are no colleges, associations, classes, lectures for parents, or those of an age to become parents; no register of the discoveries—physical or psychological—in child-nature, which should make education a light task; no record of successful treatment of the sullen, the heedless, the disobedient child; none of the experience of wise parents; there is hardly a standard of beautiful child-life (reduced to words, that is,) towards which parents can work. There is little means of raising public opinion on the subject of home training, nor of bringing such opinion to bear. Every young mother must begin at the beginning to work out for herself the problems of education, with no more than often misleading traditions for her guidance. One reason for this anomaly is, that the home is a sanctuary, where prying and intermeddling from without would be intolerable; and, without doubt, the practices of each home are sacred, matters between each family and Him who maketh men to be of one mind in an house. But the *principles* of early training are another matter; and there is no more helpful work to be done than to bring these principles to the doors of parents of whatever degree.

8.—*The time is ripe for efforts in this direction.* How cordially parents welcome any effort in this direction, one has but to try to be convinced. There is a feeling abroad that it does not do to bring up children casually; that there are certain natural laws—better named Divine laws—which must be worked out in order to produce human beings at their best, in body, mind, moral nature, and spiritual power. It is no easy matter to get at these laws, and parents demand thorough ventilation, at least, of the questions that concern them. For people are beginning to perceive how lamentable and universal are the miseries arising from *defective education*. Most of us are aware of some infirmity of flesh or spirit, a life-long stumbling-block, which might have been easily cured in our childhood. It is

not too much to say that, in the light of advancing science, many of the infirmities that beset us, whether of heart, intellect, or temper, are the results of defective education.

9.—*The New Education.* "The training of children," says Mr. Herbert Spencer, "physical, moral, intellectual, is dreadfully defective. And in great measure it is so because parents are devoid of that knowledge by which alone this training can be rightly guided. . . . Some acquaintance with the principles of physiology and the elementary truths of psychology is indispensable for the right bringing up of children." These two sciences have been making steady advances since the writing of these weighty words. This is, shortly, where we are to-day; the principle which underlies the *possibility* of all education is discovered to us: we are taught that the human frame, brain as well as muscle, *grows to the uses it is earliest put to*. It is hardly possible to get beyond the ground covered by this simple-sounding axiom; that is, it is hardly open to us to overstate the possibilities of education, nor to say what may be made of a child by those who first get him into their hands. We find that we can work definitely towards the formation of character; that the *habits* of the good life, of the alert intelligence, which we take pains to form in the child, are, somehow, registered in the very substance of his brain; and that the habits of the child result in the character of the man. Therefore, we set ourselves to form a habit in the same matter-of-fact steady way that we set about teaching the multiplication table.

"Sow an act, reap a habit; sow a habit, reap a character; sow a character, reap a destiny,"—*Thackeray*.

10.—This doctrine of the physiology of habit, hardly as yet common property, promises to give so great an impetus towards "Progress in character and worthiness" that its recognition is a new departure in education—practically "The New Education."

But this doctrine of habit, all important as it is, includes no more than a third part of the ground covered by education. Parents are very jealous over the individuality of their children; they mistrust the tendency to develop all on the same plan; and this instinctive jealousy is right; for supposing that

education really did consist in systematised effort to draw out every power that is in children, all must needs develop on the same lines. Some of us have an uneasy sense that things are tending towards this deadly sameness. But, indeed, the fear is groundless. We may rest assured that the personality, the individuality of each of us is too dear to God, and too necessary to a complete humanity, to be left at the mercy of empirics.

11.—The problem of education is more complex than it seems at first sight, and well for us and the world that it is so. "Education is a life;" you may stunt, and starve and kill, or you may cherish and sustain; but the beating of the heart, the movement of the lungs, and the development of the faculties are only indirectly our care.

12.—The happy phrase of Mr. Matthew Arnold—which we have appropriated as the motto of the *Parents' Review*—is, perhaps, the most complete and adequate definition of education we possess. It is a great thing to have said "Education is an atmosphere, a discipline, a life;" and our wiser posterity may see in that "profound and exquisite remark" the fruition of a lifetime of critical effort. It covers the question from the three conceivable points of view. Subjectively, in the child, education is a life; objectively, as affecting the child, education is a discipline; relatively, if we may introduce a third term, as regards the environment of the child, education is an atmosphere.

13.—The whole subject is profound, but as practical as it is profound. We absolutely must disabuse our minds of the theory that the functions of education are, in the main, gymnastic. In the early years of the child's life it makes, perhaps, little apparent difference whether his parents start with the notion that to educate is to fill a receptacle, inscribe a tablet, mould plastic matter, or, *nourish a life*; but in the end we shall find that only those *ideas* which have fed his life are taken into the being of the child; all else is thrown away, or worse, is an impediment and an injury to the vital processes.

14.—This is, perhaps, how the educational formula should run: Education is a life; all life must have its appropriate nourishment, as the bodily life is sustained on bread, so is the

spiritual life on *ideas*; and it is the duty of parents to sustain a child's inner life with ideas as they sustain its body with food. The child is an eclectic; he may choose this or that; therefore, in the morning sow thy seed, and in the evening withhold not thy hand, for thou knowest not which shall prosper, whether this or that, or whether they both shall be alike good.

The child has affinities with evil as well as with good; therefore, hedge him about from any chance lodgment of evil suggestion.

The initial idea begets subsequent ideas; therefore, take care that children get right primary ideas on the great relations and duties of life.

Every study, every line of thought, has its "guiding idea;" therefore the study of a child makes for living education, as it is quickened by the guiding idea which "stands at the head."

In a word, our much boasted "infallible reason"—is it not the involuntary thought which follows the initial idea upon necessary, logical lines? Given, the starting idea, and the conclusion may be predicated almost to a certainty. We get into the *way* of thinking such and such manner of thoughts, and of coming to such and such conclusions, ever further and further removed from the starting point, but on the same lines. There is structural adaptation in the brain tissue to the manner of thoughts we think—a place and a way for them to run in. Thus we see how the destiny of a life is shaped in the nursery, by the reverent naming of the Divine Name; by the light scoff at holy things; by the thought of duty the little child gets who is made to finish conscientiously his little task; by the hardness of heart that comes to the child who hears the faults or sorrows of others spoken of lightly.

15.—The teaching of Hygiene to all women as a normal part of their education being strongly felt to be the only basis of all good physical work amongst children has been adopted as one of the fundamental principles of this Society.

16.—The above is a very imperfect digest of these principles of education which it is the object of the Parents' National Educational Union and its various agencies to propagate and further.

REPORT OF THE CENTRAL COUNCIL
OF THE
Parents' National Educational Union
FOR
1891-2.

THE Central Council of the Parents' National Educational Union have much pleasure in reporting that this year has been on the whole one of marked progress. A large number of influential names and warm sympathizers have been added to the list of Vice-Presidents and Council. The Executive Committee has been re-organized—Dr. SCHOFIELD, whose work in connection with Hygiene and Child Culture is well known, being Chairman, and H. PERRIN, Esq., Hon. Organizing Secretary.

Miss Mason's visit to London in Lent was most helpful to the Society. Her various lectures on the training of children—held in the mornings at Hyde Park Court, Albert Gate, by the invitation of Mrs. Dallas Yorke, and in the afternoon at the Polytechnic—were much appreciated. The series was brought to a close by a sympathetic meeting at the Duchess of Portland's when the work of the Union as well as of the kindred agencies of the *House of Education* and *Parents' Review School* were brought forward.

The following brief account is from the *Parents' Review* for May.

"A large drawing-room meeting, by the kind invitation of Her Grace, the Duchess of Portland, at her house in Grosvenor Square, gave opportunity to bring our work before Ladies in

society; and the sympathetic response was very cheering. Sir Douglas Galton occupied the chair, and said he was interested in the House of Education, as offering a desirable training to, and opening a career for, girls who have been educated at the various High Schools in the country. The active part Sir Douglas Galton takes in the direction of the schools under the Public Day Schools' Company makes his sympathy and co-operation very valuable.

"Dr. Schofield, in proposing a vote of thanks to the Duchess, made some remarks on the educational movement, of which the P.N.E.U., the *Parents' Review*, and the House of Education are among the outcomes. Dr. Schofield considers that the development of Mr. Matthew Arnold's definition. 'Education' is an atmosphere, a discipline, a life,' offers a very scientific and practical idea of education. He remarked that he was led to interest himself in the matter through a casual introduction to a number of the *Parents' Review*. He ordered the whole, and made a careful study of its teaching, with the result that he has thrown himself heartily into what he recognises as a great work. The gain to the movement in the adhesion of so able and active an educationist and man of science is very great.

"Her Grace's few words in response were not the least charming part of a 'function' which should be of great service to our cause. It is delightful that a lady whose own nursery is ordered so perfectly should identify herself with our work.

"Another large and influential meeting was held, by the kind invitation of Mrs. Gordon, at her house in Prince's Gate, especially in the interests of the House of Education. Dr. Barnardo's serious and helpful words added much to the interest and value of the meeting.

"Dr. Schofield has kindly consented to accept the (honorary) office of Examining Physician to the House of Education. Under his direction, the students will qualify for the diploma of the *National Health Society* in Physiology, Hygiene, and Nursing, as part of their certificate of fitness for the care of children, physical, intellectual, and moral."

The following Lectures delivered during the past year at various Centres are taken from the Reports sent in by the various Branches. The titles of the Lectures are given in full as shewing the varied "menu" offered by the Society to its Members:—

Parents' National Educational Union, 1891-2.

HAMPSTEAD AND ST. JOHN'S WOOD.

Jan., 1891.—Lecturer: Mrs. ORMISTON CHANT, "The Books our Children Like, and Why."

Feb.—Lecturer: Miss HELEN WEBB, M.B., "The Making, Storing, and Distributing of Nerve Force." Chairman: Dr. W. NEALE.

Mar.—Lecturer: Mr. A. H. TUBBY, M.B., M.S. (Lond.), "Heredity." Chairman: Dr. EADY.

April.—Lecturer: Mr. MARK WILKS, Junr., "The Effects of the Examination System." Chairman: Dr. ALFRED SCHOFIELD.

" Lecturer: (To Men only) Mr. A. H. TUBBY, M.S., M.B., "Heredity."

May.—Papers by Miss LOUISA DREWRY and Mr. E. B. CUMBERLAND, B.A., B.Sc., on "Rewards and Punishments." Chairman: E. KELL BLYTH, Esq.

June.—Lecturer: Miss FULLER, "Kindergarten Training." Chairman: Rev. Canon DUCKWORTH, D.D.

Oct.—Lecturer: Rev. E. A. ABBOTT, D.D., "The Co-operation of Parents and Teachers." Chairman: Professor HALES.

Nov.—Lecturer: Rev. J. R. DIGGLE, "Responsibilities of Parents."

Dec.—Lecturer: Mrs. SOPHIE BRYANT, D. Sc., "How to Dress our Children."

" Lecturer: Rev. J. KIRKMAN, "The Value of Natural History in the Training of Children."

Feb., 1892.—Lecturer: Dr. EADY, "The Early Training of Children."

Mar.—Lecturer: Rev. E. A. ABBOTT, D.D., "The Use of the Old Testament in Teaching Children."

" Lecturer: Mrs. J. SPENCER CURWEN, "How shall we make Music Interesting to Children."

April.—Lecturer: Miss HELEN WEBB, M.B., "The Physical Development of Children and some Simple Means of Testing its Progress."

May.—Lecturer: Mrs. FRANCES STEINTHAL, "Art in the Nursery." Chairman: Mr. HENRY HOLIDAY.

The following paragraphs are extracted from the original Draft of the Parents' National Educational Union.

4.—*Parents' Sunday.* Efforts will be made to secure the first Sunday after Christmas Day as a PARENTS' SUNDAY, to give opportunity for words of counsel to parents from as many pulpits as the Union may be able to reach.

5.—*Branch Libraries.* It should be one object of each Local Branch to form a Parents' Library; that is, to collect, add to from time to time, and bring under the notice of its members such plain and practical works on the early training of children as should be of use to parents.

The Hampstead and St. John's Wood Branch have succeeded in forming a Branch Library, under the management of Miss Emily Begg, and this Branch is also making efforts to secure a "Parents' Sunday."

BELGRAVIA AND WESTMINSTER BRANCH.

Feb., 1891.—Lecturer: Miss EMILY LORD, "The Early Training of Children, Kindergarten Methods." Rev. G. H. ELLISON, Vicar of S. Gabriel's, in Chair.

Dec.—Lecturer: Miss HELEN WEBB, M.B., "The Formation of Habit," at Mrs. LOCKWOOD'S, 26, Lennox Gardens.

Jan., 1892.—Discussion of Herbert Spencer's "Essay on Education," at Mrs. CLEMENT MARKHAM'S, 21, Eccleston Square.

Feb.—Lecturer: Dr. HANDFIELD JONES, F.R.C.P., F.R.S.,
"The Physical Education of Young People," at
the MARCHIONESS OF RIPON'S, 9, Chelsea Em-
bankment.

March—Lecturer: Mrs. ORMISTON CHANT, "The Books our
Children Like, and Why," at Mrs. PERCIVAL'S, 24,
Chester Square.

April—Lecturer: Miss FRANKS, "The Kindergarten as a System
of early Training," at Rev. J. H. ELLISON'S, 4,
Warwick Square.

May—Lecturer: A. H. TUBBY, Esq., M.B., M.S. (Lond.),
"Heredity," at Mrs. GUY PYM'S, 35, Cranley
Gardens.

May—Lecturer: Rev. PREBENDARY EYTON, "The Religious
Education of Young People," at Lady SMITH'S, 66,
Cadogan Square.

LEEDS.

March, 1892.—By invitation of the Yorkshire Ladies' Council
of Education. Lecturer: Miss C. MASON, "Parents'
National Educational Union," at the High School
for Girls.

April.—Meeting at which it was resolved that the Leeds
Branch should undertake the study of some work
on education. Mrs. BOYD CARPENTER has kindly
accepted an invitation to address the next Meeting.

GLOUCESTER.

Jan. 1892.—Lecturer: The Rev. Canon PARKER, "Discipline."

March, 1892.—Lecturer: Miss C. MASON, "Some difficulties
in the early training of Children." Chairman: Rev.
Canon PARKER.

BRISTOL.

March, 1892.—Lecturer: Miss C. MASON, "The bringing up of
Children in view of some present day problems."
Chairman: Professor LLOYD MORGAN. At Uni-
versity College.

BRADFORD.

Feb. 1891.—Lecturer: Mr. OSCAR BROWNING, "The Place of
Greek in Modern Education."

March.—Lecturer: Mr. T. G. ROOPER, H.M.I., "Domestic and
Boarding School Education."

Dec.—Lecturer: ARTHUR BURRELL, M.A., "Recitation for
Children."

Feb. 1892.—Lecturer: Mr. T. G. ROOPER, H.M.I., "Mothers
and Sons: the Religious difficulty."

March.—Lecturer: Miss T. TOLIR KINGSLEY, "Art and Edu-
cation."

April.—Lecturer: Miss C. M. MASON, "Punishment."
Chairman at each Lecture, the Rev. W. H. KEELING,
M.B., Head Master of the Bradford Grammar
School.

ALTRINGHAM AND BOWDEN BRANCH, P.N.E.U.

Feb., 1891.—Lecturer: Rev. F. Wainwright, M.A., "Character
and what to do with it, from an Educational point
of view: how to elicit, educate and develop it."

March—Lecturer: Dr. DENNISTON, "The Physical Rearing of
Children with reference to Air, Exercise, Bathing, &c."

Dec.—Lecturer: Miss THOMAS, "Dress and Exercise for
Children."

Jan. 1892.—Lecturer: Rev. W. M. LUTENER, "Education."

READING.

Feb. 1892.—Lecturer: Miss HELEN WEBB, M.B., "The Forma-
tion of Habit." Chairman: Rev. CANON PAYNE.

March—Lecturer: Miss MASON, "Parents' National Educa-
tional Union." Chairman: W. J. PALMER, Esq.

KENDAL.

Feb. 1892.—Lecturer: The Hon. Mrs. CROPPER, "The Religious
Training of Children."

SHEFFIELD.

July, 1891—Lecturer: Mrs. WOODHOUSE, "Some Recent Authors on Physical Training."

Oct.—Lecturer: Mr. T. G. ROOPER, H.M.I., "Reverence."

Nov.—Lecturer: Mr. T. G. ROOPER, H.M.I., "Nursery Ethics." It was suggested at the close of this meeting that members should send in the names of books that they could recommend: (1) as help to the study of child-nature; (2) as literature for children.

March, 1892.—Lecturer: Rev. T. L. WITHINGTON, "Children's Literature, French and English."

BOURNEMOUTH.

Feb., Mar., 1891—Lecturer: Miss E. A. BARNETT (Authoress of *New Life, its Genesis and Culture*), Six Lectures on the "Hygiene of Childhood."

AMBLESIDE.

April, 1891-2—Lecture: "The Principles of the Parents' National Educational Union," by Miss MASON, to the Ladies' Committee for Boarding out Pauper Children.

CHELTENHAM.

Feb., 1891—Lecturer: Miss BEALE, "The Science of Time."

FOREST GATE.

Jan., 1891—Lecturer: Miss E. A. BARNETT, "The Work of the Parents' National Educational Union and its Important Future."

Drawing-room meetings with a view to initiate branches were held at the following places, and were addressed by the Gen. Hon. Sec. :—

WEST NORWOOD, March 28th.—By the kindness of Miss MASON.

STREATHAM HILL, March 30th.—By the kindness of Mrs. STEWART-MACKAY.

WOOLWICH, April 30th.—By the kindness of Mrs. DAVIS.

SNARES BROOK, April 2nd.—By the kindness of Mrs. SPEDDING-CURWEN.

Most of these meetings were attended by large and sympathetic audiences, and will, we hope, lead to the formation of active branches in suburbs of London, where the merchant and professional classes congregate.

A Daughter Society, the N.S.W. Parents Educational Union has been formed during the past year. The following Report of Meeting at Sydney will be read with interest.

SYDNEY, NEW SOUTH WALES.

A public Meeting was held on June 11th, 1891, to consider the necessity for forming Parents' Unions. The most Rev. the Primate presided, and many clergymen and other influential persons were present.

The Primate remarked that "The Family rearing underlies all moral and social developments."

The Rev. Dr. Corlette moved the first resolution, "That this meeting believing the family to be the basis of society, is of opinion that many of the evils which threaten society at the present day may be traced back to the neglect by parents of their parental duties."

Mr. H. B. Weyall moved the following resolution: "That this Meeting desires to affirm the urgent necessity for awakening parents to a sense of their parental obligations, and for assisting them by every possible means in the discharge of such obligations."

The Rev. H. L. Jackson (who for five years has been working to promote the cause) moved, "That this Meeting desires to recommend the formation of Parents' Unions similar in principle to those which exist in England and elsewhere." Mr. Jackson observed that "the Parents' Union is, in a word, the practical recognition of the parents' needs. Many parents need to be aroused from indifference to a sense of their responsibilities.—In the words of Professor Seeley: '*Too many parents abdicate.*' We parents who are already awake to our duties feel strongly the need of more knowledge for their adequate discharge, and we must be ready to *learn* from those who have made Education in one or other of its many aspects their special study, and must help one another and be ready to receive help from others. A great deal of knowledge is to be

THE PARENTS' REVIEW.

MOTTO.—"EDUCATION IS AN ATMOSPHERE, A DISCIPLINE, A LIFE."
—Matthew Arnold

The monthly organ of the Parents' National Educational Union, should not only be taken in, but industriously circulated by all Members. The *Parents' Review* has recently emerged from a crisis in its history, and has not yet reached that enviable stage in its career when it becomes self-supporting. This is the critical stage for all magazines, and the more so for the *Parents' Review*, because it occupies an advanced outpost in educational thought, not tempting to publishers, not tempting to capitalists, not tempting to the general public, but possibly demanding the strenuous support of all who are in sympathy with such teaching as it affords. The Capital of the Founder was exhausted, and the circulation did not pay the publishers. It became necessary to raise a subsidy of £150 for the publishers to secure them from loss during the current year.

The necessity of the *Review* has been made the opportunity of its friends. The response to our appeal for help was enthusiastic. The publishers, in spite of the fact that they are losing by it, wrote: "We can most cordially say, that both on literary and social grounds, the *Review* is one with which we feel it an honour to be associated."—(Kegan, Paul, Trench and Co.) "It would be a real loss to the country if it should be discontinued," wrote our always kind friends—Lord and Lady Aberdeen; and many parents, who welcome the *Parents' Review* as a messenger of leading and light, are enthusiastic in their expressions of sympathy and appreciation. The necessity for effort in securing further subscribers is urged upon all friends of the cause. The "*Parents' Review*" is a development of the "*Pamphlets for Parents*" of the original scheme.

The following Notice is extracted from the number of the *Parents' Review* for April, 1891.

"Our readers will be glad to know that at last we have a Magazine for cottage reading, which should correspond with the *Parents' Review*, for more educated homes. "*Onward and Upward*" is a quite charming penny monthly magazine, edited by Lady Aberdeen, President of the P.N.E.U. The Secretaries of Branches will be glad to know that the Editor is having a special edition prepared for P.N.E.U. circulation, which is necessary, because "*Onward and Upward*" was issued in the first place for Lady Aberdeen's "Haddo House Association." Here mothers will find wise counsels as to the bringing up of their families, and the warm loving tone, and the simple, manful Christianity breathed in the publication, must needs have a healthy influence on the home." (Partridge and Co.)

THE HOUSE OF EDUCATION, AMBLESIDE.

MOTTO.—"FOR THE CHILDREN'S SAKE."

PATRONESSES:

Her Grace The DUCHESS OF PORTLAND.	The Hon. Lady WELBY.
The MARCHIONESS OF GRANBY.	The Lady MARY WOOD.
The MARCHIONESS OF STAFFORD.	The Lady HASTINGS.
The COUNTESS OF ERROLL.	The Lady KINNAIRD.
The COUNTESS OF NORTHESK.	The Lady MACPHERSON GRANT.
The COUNTESS OF ABERDEEN.	Mrs. BOYD CARPENTER.
The COUNTESS OF DUDLEY.	Mrs. CARUS-WILSON.
The Lady MARGARET GRAHAM.	Mrs. DALLAS-YORKE.
The Lady CICELY GATHORNE HARDY.	Mrs. GORDON.
The VISCOUNTESS OF FOLKESTONE.	Mrs. GRENFELL.
The VISCOUNTESS OF NEWPORT.	Mrs. SCHOFIELD.
The Lady ALICE ARCHER HOUBLON.	Mrs. STEINTHAL.

Principal: MISS CHARLOTTE M. MASON.

The following is an extract from the first draft of the scheme of the Parents' National Educational Union:—

2.—*Governesses, &c.* The earnest mother is often hampered in her work by an inefficient governess. "I want a governess on whose judgment I may rely, for I have had no experience in the training of children," expresses the feeling of many perplexed young mothers. There is a near prospect that the Union will be able to establish a HOUSE OF EDUCATION, where young ladies who have left school; ladies proposing to teach in families; and, under different arrangements, young women qualifying for nursemaids, shall be taught:—

- (a) The laws of health;
- (b) The right ordering of a nursery and home school-room;
- (c) The principles which underlie the moral and mental growth of a child, and how to train him according to his nature;
- (d) The most rapid and rational methods of teaching;
- (e) And, especially, how to train a child's senses by means of out of door work, by teaching him to know, name, and delight in natural objects.

This part of the scheme is in operation at the present moment in THE HOUSE OF EDUCATION at Ambleside.

Further thought on the subject has made it evident that the culture and refinement of a lady should play an important part in the earliest training of children. Therefore *ladies* are being trained both for nurses and governesses: the difference being—that in the latter case higher attainments are exacted from the student on entering.

The Students are studying Physiology, Hygiene and Nursing, to qualify them for the Diploma of the "National Health Society," under the direction of Dr. Schofield. Dr. Johnston (Ambleside) is good enough to give a weekly Lecture on Hygiene. Nursing is taught by a trained and certificated District Nurse, under whose instructions the Students bandage, make poultices, change sheets, and learn to do the practical work of a sick-room.

Moral and mental science, and the theory and practice of Education are taught by the Principal on the lines indicated in "*Home Education*." The Institution has great advantages in the way of Model and Practising Schools. Nursery management is studied in the Class Room, and practised in the homes of such kind families in Ambleside and elsewhere, as kindly receive the Students for this purpose.

Oral French is made a special study. The Students learn to say and sing a large store of French Songs and Tales at the lips of a Parisian lady who does not speak English. This is to secure a pure accent, and free and ready use of French vocables.

Story-telling is studied as an art and the Students are equipped with a good store of tales and anecdotes of heroes, of animals, Greek legends, British legends, Fairy Tales, &c., and especially Bible stories. They learn also to sing and recite such hymns, songs and poems as should make twilight delightful to children. Nature Lore receives much attention. The Students are studying Botany, and collecting and learning the ways of the flowers of the field. Birds, and landscapes as affected by geological formations, physical geography, &c., are included in their Syllabus. Needlework is taught on the French system, and children's garments are made. Kindergarten games and occupations are taught by a mistress trained under Madame Michaelis; Swedish Drill, by a lady holding the Certificate of

the Physical Training College, London, and Drawing, both to amuse children and to teach them, by a mistress holding Mr. Ablett's among her other certificates.

For what we may call the moral appreciation of Art, we are indebted to Mrs. Firth—a disciple and friend of Ruskin—who is good enough to give weekly lectures to the students, abundantly illustrated by photographs, etc., of the Italian and other works of art to which Ruskin has attached a moral and spiritual interpretation. Mrs. F. Steinthal kindly undertakes to teach Home Arts—modelling in clay, bent iron work, brass work and basket making—so that the students should be able to teach their pupils delightful manual occupations. Besides the facilities which it offers for teaching Nature Lore, Ambleside affords peculiar advantages in the way of most kind voluntary help from ladies and gentlemen who are specialists in their several subjects.

The annual holiday of the Governess or "*Tante*" (Nurse) need cause no inconvenience to the mother of a family, as a Student in training will be provided to take her place and carry on her work, and thus gain experience.

SYLLABUS OF THE HOUSE OF EDUCATION.

In addition to the staff of duly qualified Instructors, ladies and gentlemen, specialists in their several subjects, are good enough to volunteer their aid for (honorary) lectures, weekly, or at longer intervals.

The OBJECT of the HOUSE OF EDUCATION is to provide for Women a special Training in the knowledge and the principles which belong to their peculiar work, namely, the *Bringing-up of Children*.

It is needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power; and a year's work on special lines should be of incalculable service not only to future mothers, but to all women, whose natural function it is to have the care of children.

The Students of the HOUSE OF EDUCATION are:

- (a) Ladies (young ladies especially) who undergo training to enable them to fulfil the more intelligently the calling of motherhood, or other guardianship of children to which they may be called. These need pass no preliminary examination.
- (b) Ladies who are, or who wish to become, governesses to older children. These should hold certificates of attainments. They will gain at the HOUSE OF EDUCATION knowledge of the principles of *Character-training*, of the laws of *Health and Physical Development* etc., etc.
- (c) "*Tante*."* Ladies who are carefully trained for the good work of the early bringing up of children. These need not hold certificates of attainments but must pass an easy entrance examination, and must satisfy the Principal (or one of the Patronesses) that they are healthy, earnest, educated women of refinement and culture.†

Certificates, signed by the authorities of the HOUSE OF EDUCATION, will be awarded to successful Students at the close of the year's Training.

Students may enter at the beginning of either term.

Training Fee for the year £10. A low fee is fixed that no lover of children need be shut out by the cost of training.

A responsible lady takes supervision of each Boarding House. These are:

- A.—Board and Lodgings 20 guineas a year. This house is intended for Students who propose to teach and cannot afford heavy costs of training.
- B.—A house in the arrangements of which strict economy is less necessary: Board and Lodgings £35 or £55 a year, according as a student has a room to herself or shares it with another.

Other Houses will be added as they are found necessary.

The HOUSE OF EDUCATION is not under one roof. The Building containing lecture hall and class-rooms is distinct from the Boarding-houses.

The HOUSE OF EDUCATION CERTIFICATE guarantees that a Student possesses:

- I.—Knowledge of human physiology and of nursing, such as will fit her to take intelligent care of children in health, and to give intelligent help in sickness.

* GERMAN, with two syllables. See description in PARENTS' REVIEW for September, 1891.

† Mrs. Gordon, 61, Princes Gate, S.W., will interview intending Students for whom London is a convenient centre.

- 2.—Knowledge of the principles of Education (as they are sketched out in *Home Education*, Kegan Paul & Co.)
- 3.—Knowledge of the "nature-lore" children should possess.
- 4.—Knowledge of the subjects of instruction proper for children, and of the right method and order of teaching each.

The HOUSE OF EDUCATION CERTIFICATE will be awarded only when the Student shows herself possessed of the—to adapt a phrase—enthusiasm of childhood, which makes all work of teaching and training heart-service done for God.

There are two terms in the YEAR OF TRAINING :

The "LONG TERM," from the middle of January till the beginning of July.

The "SHORT TERM," from the end of September till near Christmas.

The interest felt in this movement is so wide-spread that it will probably not be possible to supply the demand for "*Tante*," and Governesses, &c., at the end of our first year's work (Dec. 1892). Earnest and well-bred young people who are looking out for *good work* are entreated to offer themselves for training. The need of devoted co-workers in their labour of love is grievously felt by Mothers, especially by some of those of the upper classes whose engagements press heavily upon them.

APPLY TO THE SECRETARY,
HOUSE OF EDUCATION,
AMBLESIDE.

THE PARENTS' REVIEW SCHOOL.

MOTTO.—"I AM, I CAN, I OUGHT, I WILL."

Fresh branches should be founded in their own neighbourhoods by ladies interested in the Union, and the House of Education and Parents' Review School should diligently be made known. The value of the former in supplying trained governesses and the latter in giving such a fixed curriculum and examinations only require to be known to be employed. The Parents' Review School seem to combine the advantages of school training with those of private and individual teaching.

The Parents' Review School is extending its work, and becoming better known to the public.

The objects of the Parents' Review School are to help parents whose children are taught at home, by mother or governess, in the following ways :—

- (a) To secure a common standard of attainment, so that the home-taught child shall be equal to the rest when he goes to school.
- (b) To do this without sacrificing individual development, and the following of the bent of each child's tastes and powers.
- (c) To introduce good methods and good text-books into the home school-room.
- (d) To foster the habits of attention, punctuality, diligence, promptness, and the power of doing given work in a given time.
- (e) To secure the gain of definite work upon a given syllabus, without the danger of "cram," and with freedom in the choice of subjects.
- (f) To test and encourage the home-school from term to term by examinations, testing intelligent knowledge rather than verbal memory.
- (g) To give the home-taught child those advantages of comparison with others and of periodic classification which the school-taught child possesses.
- (h) In a word, while increasing rather than diminishing the leisure of the home-taught child, to counteract any dawdling, dilatory, procrastinating habits which put him at a disadvantage as compared with the smarter school-child.

This help is given in the following ways :—

"Preliminary questions" are sent to a mother framed to ascertain the physical and mental development as well as the attainments of each child. Upon the answers to these, the children are classified, and a programme of work for a term is sent for the children in each class, together with time-tables, "suggestions" as to method of teaching and books to be used, and the "Rules" of the School. At the end of a term the children's work is tested by a little examination, which is carried on under such regulations as these :—

- 1.—Examination to occupy a full school week. Each subject to be examined upon in its own time. In Classes i. and ii., each subject to last from 5 to 10 minutes in one day; in Class iii. and upwards, to last the time allowed in the time-table. Examination to begin on December 15th.

- 2.—*Recitations* (English), two each day, to be heard by the father when convenient, he giving marks, from 1 to 5, for each piece.
- 3.—The Parents should, if possible, be present at the oral parts of the examination.
- 4.—Their examinations should afford moral training to the children, and should be conducted with absolute probity. Worry and excitement should be discouraged. Order, quietness, and cheerfulness, should be maintained.

The fees for this kind of supervision are:—1 guinea a year for a family of children under 10 years of age, 3 guineas where there are children over 10, because of the greater amount of clerical work, which must be done by highly-qualified teachers. For direction, which implies that the work of the children is set and examined month by month, a fee of 5 guineas is charged. The experience of two terms shows extremely satisfactory results. The children enjoy the stimulus from without, which relieves the tedium of the home school-room, while the governess (or mother) finds it satisfactory to have set work to be accomplished in a given time, and to receive suggestions as to methods and books. There are already 59 families under supervision, and one under direction, including about 150 pupils of very various ages and attainments, from little children who are not yet learning to read, to girls who do equal work in the history and literature of three languages.

The Fésole Club.—conducted by W. G. Collingwood Esq. Head Lane, Coniston, Lancashire, Universities' Extension Lecturer, &c., a Club for the study of Water Colour Drawing according to the laws of Fésole, as set forth by Ruskin. Excellent work has been done in this Club.

The Prize work of the year has been done by Miss Edith Erskine Crum. The prize was awarded by Arthur Severn Esq., R.I. Eleven Students have taken provisional certificates.

Der Bücherbund.—Conducted by Miss Elsa d'Esterre Keeling, (41, Holland Road, South Kensington,) a Club for the study of German literature highly valued by the students. Subject for this year—Germany's Four Great Poets.

Mothers' Education Course.—A course of study for mothers, in Education, Physiology, and Hygiene is now beginning

Arrangements have been made for the ladies who take this course to obtain the Diploma of the National Health Society. Dr. Schofield's three volumes on Physiology, and personal domestic Hygiene are used. The Education Diploma to be given after this course will certify some knowledge of moral and mental science, education theoretical and practical, and of nature lore. Besides the small annual subscription in each case, it is necessary that members of the P.R. School, the Fésole Club, der Bücherbund and Mothers' Education Course Club, should take in the *Parents' Review*, and where possible become members of a Branch of the Parents' National Educational Union.

Miss Mason's "*Home Education*" (Kegan, Paul, Trench and Co.,—3/6) giving as it does the foundation on which the Union rests should be read by every member.

The following letter is an interesting indication of how far these principles of the Parents' National Educational Union are spreading.

OFFICE OF THE DIRECTOR OF VERNACULAR INSTRUCTION,
BARODA, INDIA,
10th March, 1892.

MADAME,

The publication of your work styled "*Home Education*" is a worthy and valuable attempt for imparting the necessary knowledge in rearing up young children. Just as the book is a useful guide and help to the English speaking community, it promises to be equally useful to the Hindu community, if it could be published in Marathi and Gujerathi. I have therefore to request you to be good enough to grant me permission to translate your work, and thus allow me to extend the benefits of the same to people in this part of India.

Hoping to hear from you at your earliest convenience,

I remain,

Yours truly,

CHHAGANLAL T. MODI, B.A.
Assistant to the Director of Vernacular Instruction,
BARODA STATE, BARODA.